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**SURVEY OF JUNIOR OFFICER RETENTION: I.
WHY USN OFFICERS RESIGN FROM THE NAVY**

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**Naval Personnel Program Support Activity
Washington, D.C.**

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I. WHY USN OFFICERS RESIGN
FROM THE NAVY

VICTOR FIELDS

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BRIEF

Questionnaire responses of 93 USN officers in categories 1100, 1310, and 1350, were analyzed to answer why USN officers resign from the Navy. The respondents were mostly Lieutenants (60%), graduates of the NROTC (Regular) Program (67%), in the 1100 category (86%), married (72%), and 26-29 years of age (73%).

Recalling their Navy career interest at various times, they reported a sharp drop in interest after two years of active duty. Half of them (48%) indicated that benefits of subsidized education caused them to enter the Navy. A desire for education is further supported by the fact that only 44% expected employment on separation and 40% expected to attend school full or part time. Evaluating their potential for future income, 77% thought they would be ahead in civilian life in the long run. Associated with this expectation, only 14% of the wives were reported to be favorably disposed toward the respondents' Navy careers. The most important reason for deciding to resign was "limited home life"; the next most important, "poor utilization of abilities and skills" and "excessive sea duty". The worst feature of duty assignment was "too much time at sea". "Excessive administrative duties" was next in order of importance; and "inconsiderate superiors", third in importance.

The worst feature of utilization of home-port time was said to be "excessive administrative duties", with "time in local exercises" second and "unscheduled operation" third in importance.

In terms of ego satisfactions from duty assignments, the respondents viewed the actual satisfactions as moderate except for "feeling of job security" which received the highest rating and "feeling of self-fulfillment" which received the poorest rating. Also poorly rated were opportunity for "independent thought and action", "participation in setting goals", and "feelings of worthwhile accomplishment". The variables rated poorly showed the greatest discrepancy between "actual" and "desired". The variables rated most poorly received the highest ratings of importance. In contrast, 78% of the respondents stated that Navy pay was acceptable or quite satisfactory.

Favorable aspects of duty assignments were said to be opportunities to "mature personally", "assume responsibility", and "learn to handle men".

In general the attitude of the respondents toward the Navy is not hostile. Most of them (85%) said they would advise a younger brother to become a Naval officer.

When asked what the Navy can do to make a career more attractive, the three most important actions were "make better use of officers' abilities", "increase prestige of officer corps" and "provide for more time at home".

Findings are also provided on knowledge of career counselling procedures and of various benefits available to military personnel.

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PURPOSE

The purpose of this survey was to answer the following four questions posed in memorandum of 6 May 1963 from Pers B1c to Pers 15, concerning Officers in the ranks of Lieutenant and below and in designators 110X, 131X, and 135X:

1. Why USN officers resign from the Navy.
2. Why USNR officers request release from active duty upon completion of their basic obligation.
3. Why USNR officers request transfer to the regular Navy.
4. Why USNR officers request voluntary recall to active duty.

For this purpose three separate questionnaires were constructed: one to be administered to junior USN and USNR officers resigning or requesting release from active duty, hereinafter referred to as the "leavers"; one to be administered to junior USNR officers requesting transfer to the regular Navy, hereinafter referred to as the "stayers"; and one to be administered to junior USNR officers voluntarily recalled to active duty, hereinafter referred to as "recalls".

PROCEDURE

The three questionnaires were administered to appropriate junior officers for a period of one year beginning in July 1963. The respondents' questionnaires were accumulated over this period in the numbers indicated in Table 1:

TABLE 1

Number of Questionnaires Received

	110X, 131X and 135X	Other	Total
Leavers	1,402	958	2,360
Stayers	180	49	229
Recalls	46	16	62
TOTAL	1,628	1,023	2,651

Since this survey was aimed at the 110X, 131X, and 135X officers, the results discussed below are based exclusively on the returns from those officers. Questionnaires received from officers in categories other than 110X, 131X, and 135X were not considered in the analysis of the results.

In order to answer the four questions cited above, this survey is reported in three parts: Part I, dealing with the question, why USN officers resign from the Navy; Part II, dealing with two questions, why USNR officers request release from active duty upon completion of their basic obligation and why USNR officers request transfer to the regular Navy; and Part III, why USNR officers request voluntary recall to active duty. This report is the first of the series of three and analyzes the results of the usable questionnaire responses of the officer respondents with designators 1100, 1310, and 1350 whose source of commission was the US Naval Academy or the NROTC (Regular) Program and who had submitted their resignations from the Navy. Of the 1,400 "leavers" questionnaires in the 110X, 131X, and 135X categories, indicated in Table 1, only 93 were submitted by USN officers requesting resignation from the regular Navy and serve as the subjects of this report.

RESULTS

Description of Sample

Source of Commission, Rank, and Designator. There were 93 questionnaires submitted by USN junior officers whose source of commission was the US Naval Academy or the NROTC (Regular) Program and who were leaving the Navy. Of these, 39% were Lieutenants, 60% Lieutenants (jg), and 1% Ensigns. The source of commission was represented by 67% from the NROTC (Regular) Program and 33% from the US Naval Academy. By designators, there were 86% in the 1100 category, 9% in the 1310 category, and 5% in the 1350 category. Only 3% were NAO's and 5% ground officers, while the vast majority, 91%*, were neither.

* When percentage figures may be expected to add to 100% but do not, the difference is due to rounding errors.

Marital Status. The married men in this sample greatly outnumbered the unmarried ones, the percentages being 72% and 28%, respectively. Of those who were married, 41% had married more than a year after commissioning, 27% within a year after commissioning, 30% immediately after commissioning, and only 3% prior to commissioning.

Education. Considering their source of procurement it is natural that all the respondents would have at least a college degree. Of these, 14% had done some graduate work, and 2% had a master's degree. The respondents indicated the following distribution of college majors: Naval Science, 25%; Physical Sciences, 9%; Engineering or Architecture, 44%; Social Sciences, 14%; Arts and Classics, 2%; and miscellaneous others, 6%. Their age distribution was fairly limited, 19% falling between the ages 22 and 25, 73% between 26 and 29, and 8% between 30 and 33.

Type of Duty. Forty percent of the respondents in this sample had been on active duty for longer than 48 months. About 34% reported 37-48 months of active duty since commissioning; another 25%, 25-36 months. With respect to amount of sea duty, 18% served over 4 years, 26% had served 37-48 months, and 33% had served 25-48 months. The remainder of the sample, 23%, had served varying amounts of sea duty between 0 and 24 months. Immediately after completion of their first Navy training period, 85% of the respondents were assigned to sea, 15% to shore billets.

Navy Training. Between the time of commissioning and leaving the Navy, the respondents had received varying amounts of post-commissioning training of a formal nature. Only 10% reported no training at all and 28%, up to 3 months of training. On the other hand, 29% reported 4-6 months' training; 14%, 7-9 months; 6%, 10-12 months; and 13%, 12 months or more. Five percent of the sample reported prior enlisted service.

Career Motivation

Navy Career Interest. The respondents were requested to indicate their interest in the Navy as a permanent career at six successive periods in their Navy association:

1. When first applying for officer training.
2. When officer training was completed.
3. After first year of active duty.
4. After second year of active duty.
5. After third year of active duty.
6. At time of questionnaire administration.

The responses, to the extent that recall over a period of about four years can be relied upon, indicate an increasing tendency over the years to view a Navy career with less favor. The critical point in the time sequence appears to be at the end of the second year of active duty. The results are summarized in Table 2:

TABLE 2

Recalled Career Interest at Various Times of Association with Navy

Time of Association	No Interest	Undecided	Career Interest	Definite Career Plans
On application	09%	39%	35%	17%
Training completed	16	32	35	16
1 year active duty	18	37	32	13
2 years active duty	33	28	24	15
3 years active duty	52	24	14	09
Present	86	10	03	00

In view of the high interest in a Navy career at time of initial application as recalled by the respondents, it is interesting to examine their stated recollections of their motives for initially applying for a commission in the Navy. For this sample (USN) the time would presumably be their entrance into undergraduate education at either the US Naval Academy or an ROTC (Regular) program. To obtain the benefits of a subsidized education was the most frequent response (48%). To fly airplanes was answered by 10%; to obtain a position of prestige and responsibility, 9%; for patriotic reasons, 12%; because he liked ships and the sea, 3%; for travel and adventure, 2%; and for a miscellany of reasons, 16%.

External Attractions for Leaving. Analysis of career motivations of Navy personnel must take into account conditions internal to the Navy which tend to produce positive and negative effects on Navy career aspirations as well as conditions external to the Navy which tend to attract or repel Navy personnel. One external attraction is the availability of civilian jobs. But in response to the question, Do you have employment waiting for you upon separation?, only 44% answered yes. This may be explained by the fact that only 40% of the sample expected to work full time after separation, while 45% expected to go to school full time or go to school and work part time. The remaining portion of the respondents indicated miscellaneous intentions or intentions to "look around for awhile". An external attraction associated with employment is expected income over the next five years following separation.

Keeping in mind that less than half the respondents indicated plans to go to work after separation, it is not surprising to find that the expected incomes within the first year of separation were rather low. A substantial proportion of the group (27%) expected to earn less than \$200; only 14% expected to earn \$800 per month or more during their first year after leaving; 24% expected to earn \$700 per month; and 16% expected to earn \$600 per month.

The remainder of the group (19%) expected to earn between \$200 and \$500 per month.

The data on expected monthly income in the next five years reflects a more optimistic level of aspiration. Most of the respondents (60%) expected to earn \$900 per month or more in five years. Another 23% expected to earn about \$800 per month. The remaining 17% expected to earn between \$400 and \$700 per month.*

Similarly, when asked where the respondents thought they would be ahead financially during the next five years, 23% indicated the Navy, 43% indicated civilian life, and 34% indicated the opportunities were about equal in both the Navy and civilian life. But only 5% of the respondents thought they would be ahead financially in the Navy during their lifetime, while 77% thought they would be ahead in civilian life during their lifetime. Only 17% thought the opportunities would be equal in both the Navy and civilian life during their lifetime.

Not to be discounted as an external force in an officer's career aspirations is his wife. Of those who were married at the time of separation, only 14% indicated a favorable attitude of the wife toward the respondents' career in the Navy, 34% indicated indifference on the part of their wives, and 52% indicated unfavorable feelings on their wives' part.

Internal Attractions or Deterrents. A source of job satisfaction, and therefore a source of motivation to stay in an organization, is one's perceptions of how one is utilized in the organization. When asked if they would have stayed in the Navy if billets had been available in which to utilize their educational specialties extensively, 11% of the respondents answered that they possessed no specialty, 32% answered affirmatively, and 57% answered negatively. The 32% favorable response is in rather close agreement with the 29% who indicated that poor utilization was one of three important reasons for leaving the Navy (see Table 3). When asked to indicate the single most important reason and the three most important reasons of a list of 20 possible reasons for leaving the Navy, the responses were as indicated in Table 3.

* These results are fairly consistent with their self perceptions as indicated by self ratings on officer competence: 87% rated themselves as above average and 10% as just average.

TABLE 3

Most Important Reasons for Deciding
to Leave the Navy
(Three Choices)

Reason	One Most Important	Three Most Important
Demands of Navy social life	00%	00%
Instability of service career	01	04
Reduction of commissary/other benefits	00	04
Slow promotion rate	01	03
Limited home life	26	50
Lack of appreciation of work performed	01	09
Poor utilization of abilities/skills	11	29
Inadequate housing for dependents	00	06
Insufficient pay	02	22
Uninteresting duty	02	10
Limited promotion to high rank	03	11
Unsatisfactory superior	05	17
Limited dependent medical care	00	01
Excessive sea duty	05	33
No opportunity to do something worthwhile for Navy	02	06
Loss of officer prestige	01	06
Excessive work demands	00	09
Restriction of self-expression	04	23
No educational opportunities	00	05
Other reasons	34	47

In the column headed "One Most Important" it may be seen that there is considerable consensus in rating "limited home life" (26%) as the single most important reasons for leaving the Navy. Only "poor utilization" (11%) approached the importance attached to "limited home life". When three most important reasons for leaving the Navy were indicated, the consensus favored "limited home life" (50%), "excessive sea duty" (33%), and "poor utilization of abilities and skills" (29%) (see column headed "Three Most Important", Table 3).

Reasons for leaving the Navy are, of course, related to both attractions in civilian life and unfavorable conditions in the Navy. Data on the latter were obtained by asking the respondents to select, out of a list of 12, any number of the worst features of their duty assignments and the one that was most important to them. Table 4 summarizes the responses.

TABLE 4

Worst Features of Duty Assignments

Feature	One Most Important	As Many As Apply
Did not use my training	05%	23%
Not enough opportunity to learn	03	09
Inconsiderate superiors	09	35
Training enlisted personnel	04	20
Too much time at sea	25	43
No opportunity for leadership	01	06
No opportunity to qualify for OD/PC	00	01
Not enough recognition for work	01	12
Too much time in one assignment	04	12
Working hours too long	03	22
Excessive administrative duties	20	40
Others	23	33

From the column headed "One Most Important", Table 4, it can be seen that "too much time at sea" is the one selected by the largest part of the sample (25%) and "excessive administrative duties" by the next largest (20%). All other features are relatively insignificant by comparison. When choosing as many worst features as may apply, the consensus of the respondents greatly favored "too much time at sea" (40%) and "inconsiderate superiors" (35%). The "too much time at sea" consensus is further supported by the fact that 61% of the respondents reported less than 6 months ashore or in home port during the first year after commissioning. Furthermore, the married officers reported that, in the first year after they were married, 66% of them had less than six months ashore or in a home port.

Although 23% indicated that failure to utilize their training was one of the worst features of their duty assignments, only 5% selected this feature as the most important one. Analysis of a special question as to the extent to which they were given the opportunity of directly using their undergraduate specialty yielded the following results: 45% answered "very little" or "not at all"; 47% indicated "to some extent" or "quite a lot" - a difference which is not practically significant and which may reflect the composition of the sample, i.e. Academy and NROTC (Regular) graduates.

The worst features of utilization of home port time are listed in Table 5. This table shows the consensus (43%) to favor "excessive administrative duties" as one of the worst features of time spent in home-port. The consensus also indicates that "time in local exercise", (30%), and "unscheduled operations", (30%), are some of the worst features of time in home-port.

TABLE 5
Worst Features of Home-Port Time

Feature	Consensus
Never had sea duty	05%
Excessive training time	11
Time in shipyard rather than home-port	15
Time in local exercises	30
Unscheduled operations	30
Not enough leave	15
Excessive administrative duties	43
Non-essential stand-by periods	27
Personnel inspection	07
Other	25

In respect to suitable periods of time for deployment overseas, the largest proportion (40%) indicated 4 months, the next largest proportion (24%) indicated 5 months. Altogether 97% indicated a period of 6 months or less as a suitable length of time for deployment overseas. When asked how they considered the amount of sea duty they had had, 50% indicated "too much", 44% indicated it had been "about right". But when asked how their length of sea duty compared to the Navy's requirements, the responses were only 16% too much, 66% about right, and 13% too little.

The respondents were asked to indicate the type of sea and shore duty in their first, second, and last assignments. Eleven types of sea duty and eight types of shore duty were presented (see Tables 12, 13, and 14). The respondents indicated that on their first assignment about 43% served on small combatants and conventional submarines, and on their last assignments, about 41% served on small combatants and conventional submarines. Their average evaluations of their duty assignments are summarized in Table 6.

TABLE 6
Evaluation of Type of Duty

Assignment	N	Evaluation		
		Good	Acceptable	Poor
First Assignment	92	73%	14%	13%
Second Assignment	69	73	22	06
Last Assignment	73	59	25	16

Table 6 shows considerable decline, largely between the second and last assignment, in favorable attitude toward successive duty assignments. Whether this is a cause or result of the decision to leave the Navy cannot be determined from these data.

How the respondents viewed their Navy duties in terms of the potential of those duties for providing feelings of ego satisfaction or fulfillment may be seen in Table 7. This table summarizes the respondents' evaluations on a rating scale of 1 to 7 (from low to high) of twelve variables that relate to feelings or to ego satisfactions that their duties might be expected to generate. They were asked to evaluate (a) the actual degree of feeling, (b) the degree that should exist, and (c) the importance of each variable. The figures in Table 7 represent the median value of the responses, i.e., the scale value selected by 50% of the sample. Unfortunately, the full range of the scale was not utilized by the respondents, the scale values being piled up toward the high end. Therefore, both the results and the analysis are quite crude. Nevertheless, several interesting facts emerge. As Table 7

TABLE 7

Degree of Actual and Desired Ego Satisfaction
in Navy Assignments
(Degrees on a Scale of 1 to 7 from Low to High)

	Median Scale Value		
	Actual	Desired	Importance Index
Feeling of job security	7	6	5
Opportunity to give help to other people	5	6	5
Opportunity to develop close friendships	5	6	5
Feeling of self esteem from position	5	7	6
Prestige of position outside Navy	5	6	6
Prestige of position in Navy	5	6	5
Authority associated with position	5	6	6
Opportunity for independent thought and action	4	6	6
Opportunity for participation in setting goals	4	5	6
Opportunity for personal growth and development	5	7	7
Feeling of self fulfillment	3	7	7
Feeling of worthwhile accomplishments	4	7	7

shows, the actual satisfactions are perceived to be very low with respect to "opportunity for independent thought and action," "opportunity for participation in setting goals," "feeling of self fulfillment," and "feeling of worthwhile accomplishment." In terms of the discrepancies between "actual" and "desired," the greatest differences are in "feeling of self-fulfillment (4 points difference) and "feeling of worthwhile accomplishment" (3 points difference). In terms of importance, the respondents rated the following variables as most important: "opportunity for personal development and growth," "feeling of self-fulfillment," and "feeling of worthwhile accomplishments."

Interestingly enough, the "feeling of job security" derived from Navy duties received the highest actual evaluation. All the other variables were rated about average (in terms of the range of scores) in actual satisfactions and slightly higher in desired satisfactions.

In contrast to the intangible aspects of these ego or psychic income variables is financial income. In connection with base pay, 22% of the respondents stated that it was considered to be barely enough or too low while 78% stated that it was acceptable or quite satisfactory.

Not all of the futures of Navy assignments are regarded as unfavorable. Table 8 shows the response to a question concerning the best features of the respondents' various duty assignments. When asked to specify the single most important feature, 45% chose "assume responsibility," and 28% chose "mature personally" (see Table 8). When there was no limit on the number of features to be chosen, "assume responsibility" was selected by 82%; "mature personally," by 75%; and "visit foreign countries," by 59%.

TABLE 8

Best Features of Duty Assignments

FEATURE	One Most Important	Several Most Important
Learn a skill or profession	2	17
Visit foreign countries	2	59
Mature personally	28	75
Learn to handle men	8	75
Assume responsibility	45	82
Contribute to Navy effort	6	38
Develop professional skills	3	24
Develop personal friendships	1	40
Other	4	5

Despite the decision to leave the Navy, the attitudes of respondents toward the Navy in general were favorable. When asked if they would advise a younger brother to enter one of the Navy officer programs, 55% said "I'm sure I would" or "I probably would." Of the remaining 45%, fewer than half of them said "I'm sure I would not."

Career Education and Counseling

Officer Fact Book. The Officer Fact Book is an important source of information concerning an officer's opportunities for self development and advantages of a Navy career. Yet 15% of the respondents stated that they had never heard of it and an additional 32% said they had never used it. Only 12% had used it once or twice and 35%, three or more times. It was reported as being accessible by 66% of the respondents. When asked to select one or more of the best features of the Officers Fact Book, the results were as shown in Table 9, which shows that half the respondents had never used it. Of the remaining respondents, the greatest

TABLE 9

Best Features of Officers Fact Book

FEATURE	CHOICES
Never used it	50%
Chapters on:	
Career, retention, and recall opportunities	24*
Active duty officer programs	36*
Promotional opportunities	28*
Educational opportunities	46*
Assignment and retention patterns	32*
Navy pay and allowances	36*
Other benefits	34*
Other	4*

* Percentages based on that half of the sample that had used the book.

consensus (46%) favored the chapter on educational opportunities, which is consistent with the stated intentions of the respondents upon release from active duty. The consensus also favored, to a moderate degree, chapters on Navy pay and allowances (36%), active duty officers programs (36%), benefits (34%), and assignment and retention patterns (32%).

Line Officer Personnel Newsletter. As an additional source of information and education in matters affecting line officers, 40% of the respondents reported reading every issue of the Newsletter; 25%, frequently; and 30% occasionally. Three percent had never read and 2% had never heard of it. Only 14% could offer suggestions for improving it.

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Official Counseling. Besides the sources of available information which might possibly serve to educate the junior officers on the advantages of a Navy career, active career counseling programs exist. When asked to indicate whether they were officially counseled about a Navy career on one or more occasions, 55% indicated they had been counseled during officer training and 65%, recently by Commanding Officers or Executive Officers. The results of this question are summarized in Table 10.

TABLE 10
Frequency and Occasions of Official
Career Counseling

OCCASION	FREQUENCY
Never	9%
During officer training	55
On reporting to first duty station	16
At the time of first promotion	13
Recently by BuPers representative	16
Recently by CO or XO	65
Other	25

In response to a question as to whether the Navy is doing enough in the way of counseling and information services to encourage staying in the Navy, 54% indicated "Navy is doing enough, 37% said "not enough" and 9% answered "don't know.

What Navy Can Do to Make Careers More Attractive.

Nine choices were offered the respondents as possible ways to make a Navy career more attractive to junior officers. The results are summarized in Table 11, which shows that about one-third of the respondents had in mind factors in addition to or in lieu of those listed in the question. Of the factors listed, however, 55% chose "better use of officers' abilities," 50% chose "increase basic pay," 47% chose "more time at home." How important these factors are may be judged by the last column of Table 11 in which the frequencies for the single most important factors are indicated. The largest consensus for the factors listed is 20% with respect to "better use of officers' abilities," and the next largest is 14% for "more time at home."

TABLE 11

Factors to Make a Career More Attractive

FACTORS	Frequency of Choice	One Most Important
More educational opportunities	19	0
More opportunity to choose assignments	40	8
Increase basic pay	50	8
More opportunity for promotion	13	4
More interesting work	23	8
Increase prestige of officer corps	30	20
Better use of officers' abilities	55	20
More time at home	47	14
Other	32	24

Knowledge of Benefits

Considering the efforts to make information about advantages of a Navy career known to Navy personnel, it is instructive to examine the extent of the respondents' knowledge of certain benefits.

Social Security. In response to the question, "Can a retired Navy officer and his wife draw Social Security payments in addition to his regular Navy retirement pay after age 62?", 65% answered "Yes", 34% answered "Don't know." In answer to the question, "How much of his base pay does a Navy officer pay for Social Security?", 48% answered "I don't know."

Dependent Medical Care Program. In answer to the question "How well do you understand the procedures for obtaining civilian medical care for Navy dependents under Dependent Medical Care Program (Medicare)?", 60% answered that they understood the procedure only slightly, not at all, or never heard of the Medicare program.

Retired Serviceman's Protection Plan. In answer to the question, "How well do you understand the Retired Serviceman's Protection Plan?", only 8% answered that they understood the plan quite well.

Tuition Assistance. Only one-third of the respondents stated that they knew quite a bit about Tuition Assistance offered by the Navy.

Dependents and Indemnity Compensation. In response to the question, "When can an officer's dependents receive payments under Dependents and Indemnity Compensation?", 41% answered "on his death on active duty"; 54% answered "I don't know."

SUMMARY

Questionnaire responses of 93 USN officers in categories 1100, 1310, and 1350, were analyzed to answer why USN officers resign from the Navy. The respondents were mostly Lieutenants (60%), graduates of the NROTC (Regular) Program (67%), in the 1100 category (86%), married (72%), and 26-29 years of age (73%).

Recalling their Navy career interest at various times, they reported a sharp drop in interest after two years of active duty. Half of them (48%) indicated that benefits of subsidized education caused them to enter the Navy. A desire for education is further supported by the fact that only 44% expected employment on separation and 40% expected to attend school full or part time. Evaluating their potential for future income, 77% thought they would be ahead in civilian life in the long run. Associated with this expectation, only 14% of the wives were reported to be favorably disposed toward the respondents' Navy careers. The most important reason for deciding to resign was "limited home life"; the next most important, "poor utilization of abilities and skills" and "excessive sea duty". The worst feature of duty assignment was "too much time at sea". "Excessive administrative duties" was next in order of importance; and "inconsiderate superiors", third in importance.

The worst feature of utilization of home-port time was said to be "excessive administrative duties", with "time in local exercises" second and "unscheduled operation" third in importance.

In terms of ego satisfactions from duty assignments, the respondents viewed the actual satisfactions as moderate except for "feeling of job security" which received the highest rating and "feeling of self-fulfillment" which received the poorest rating. Also poorly rated were opportunity for "independent thought and action", "participation in setting goals", and "feelings of worthwhile accomplishment". The variables rated poorly showed the greatest discrepancy between "actual" and "desired". The variables rated most poorly received the highest ratings of importance. In contrast, 78% of the respondents stated that Navy pay was acceptable or quite satisfactory.

Favorable aspects of duty assignments were said to be opportunities to "mature personally", "assume responsibility", and "learn to handle men".

In general the attitude of the respondents toward the Navy is not hostile. Most of them (85%) said they would advise a younger brother to become a Naval officer.

When asked what the Navy can do to make a career more attractive, the three most important actions were "make better use of officers' abilities", "increase prestige of officer corps" and "provide for more time at home".

Findings are also provided on knowledge of career counselling procedures and of various benefits available to military personnel.

APPENDIX A

TABLE 12

Evaluation of Type of Duty
in First Assignment

Type of Duty	N	Evaluation		
		Good	Accept.	Poor
<u>Sea Duty</u>				
Staff	00	00%	00%	00%
Large combatant	12	58	25	17
Small combatant	40	75	10	15
Amphibious	08	63	25	13
Auxiliary	04	75	00	25
Submarine - nuclear	00	00	00	00
Submarine - conventional	03	100	00	00
Aviation - land plane	03	67	33	00
Aviation - carrier type	04	75	25	00
Aviation - sea plane	00	00	00	00
Other, sea	02	50	50	00
<u>Shore Duty</u>				
Bureau, OPNAV, DNI Activities	00	00	00	00
NAVDIST, SEAFRONT, MAAG Staffs	00	00	00	00
TraCom, Flt Training	08	100	00	00
Instructor	00	00	00	00
NavSta, NAS	00	00	00	00
Recruiting	00	00	00	00
NSA security group	00	00	00	00
Other, shore	08	63	25	13
TOTAL	92	73%	14%	13%

TABLE 13

Evaluation of Type of Duty
in Second Assignment

Type of Duty	N	Evaluation		
		Good	Accept.	Poor
<u>Sea Duty</u>				
Staff	05	60%	20%	20%
Large combatant	03	67	33	00
Small combatant	20	80	15	05
Amphibious	05	60	40	00
Auxiliary	03	67	33	00
Submarine - nuclear	00	00	00	00
Submarine - conventional	15	87	07	07
Aviation - land plane	01	00	100	00
Aviation - carrier type	04	75	25	00
Aviation - sea plane	02	50	50	00
other, sea	04	50	25	25
<u>Shore Duty</u>				
Bureau, OPNAV, DNI Activities	01	100	00	00
NAVDIST, SEAFRONT, MAAG Staff	00	00	00	00
TraCom, Flt Training	01	00	100	00
Instructor	02	100	00	00
NavSta, NAS	00	00	00	00
Recruiting	00	00	00	00
NSA security groups	00	00	00	00
Other, shore	03	100	00	00
TOTAL	69	73%	22%	06%

TABLE 14

Evaluation of Type of Duty
in Last Assignment

Type of Duty	N	Evaluation		
		Good	Accept.	Poor
<u>Sea Duty</u>				
Staff	04	75%	25%	00%
Large combatant	03	33	67	00
Small combatant	17	71	24	06
Amphibious	04	25	50	25
Auxiliary	05	60	40	00
Submarine - nuclear	01	00	00	100
Submarine - conventional	13	62	23	15
Aviation - land plane	03	67	33	00
Aviation - carrier type	03	33	33	33
Aviation - sea plane	01	00	100	00
Other, sea	01	00	00	100
<u>Shore Duty</u>				
Bureau, OPNAV, DNI Activities	02	50	50	00
NAVDIST, SEAFRONT, MAAG Staff	00	00	00	00
TraCom, Flt Training	03	33	33	33
Instructor	05	80	00	20
NavSta, NAS	01	00	00	100
Recruiting	00	00	00	00
NSA security groups	00	00	00	00
Other, shore	07	86	00	14
TOTAL	73	59%	25%	16%